



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

8045 N. 47th Avenue, Glendale, AZ 85302

Glendale Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2003-04 Performing  
2002-03 Performing  
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Deborah Greenfield  
Schedule : 7:00 AM to 4:00 PM  
Grades : 9-12  
2004 Enrollment : 1856  
Web Address : [www.guhsdaz.org/schools/apollo.asp](http://www.guhsdaz.org/schools/apollo.asp)  
Phone Number : (623) 435-6300  
Fax Number : (623) 435-6369  
E-mail : [dlgreenf@guhsdaz.org](mailto:dlgreenf@guhsdaz.org)

### Mission

Mission: To empower all students for the choices and challenges of the 21st Century. Vision: All students will graduate with set exit outcomes.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status <sup>(b)</sup>

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To increase student achievement in math and reading. To increase the number of students that pass AIMS reading and math. To increase the percentage of students that pass district math assessments.
- ü To improve student attendance and punctuality. To decrease the absentee rates among students in alignment with the revised district attendance policy.
- ü Continue to increase the number of students that participate in co- and extra-curricular activities, including athletics.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1734  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 186

## Instructional Programs

- ü Advanced Placement/Accelerated Classes
- ü On-site Special Ed/ELL/Title I Programs
- ü Fine Arts/Vocational Education Classes
- ü Community College Partnerships
- ü Criminal Justice/Fire Science Classes
- ü READ 180

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/23/2005

## Shared Responsibilities

### School

We publish a quarterly newsletter that is mailed to each home. Learning Centers for academic assistance are provided on Wednesday mornings. We mail interim reports every four weeks tracking academic progress. We strive to communicate with parents in a variety of ways such as email, mail and auto-caller. Four-year educational plans are an integral part of planning for each student's successful academic career.

### Parents

Parents should be aware of, and abide by all policies and procedures for attendance, behavior and dress for their child. Communicating with teachers, counselors and office staff is imperative. Support and participation in parent organizations and school activities is appreciated.

## Transportation Policy

Students in the district who reside more than 1.5 miles from school may ride our school buses. Students with disabilities who live closer to the school may apply at the school office for a permit to ride or receive specialized transportation.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü \$1.7 Million in Scholarships	2004
ü NJROTC Nat'l Recognition Honor Unit & Achievement Award	2004
ü Congressional Art Award Winner	2004
ü Top 4% of Nation for Advanced Placement Program	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	415	3443	65934	100	99	100	494	500	492	38	33	43	19	20	18	30	29	24	14	19	15
All Students (Prior Year)	391	3309	57534	100	99	91	496	501	491	35	34	46	23	19	16	27	28	23	15	19	15
Female	206	1680	32586	100	99	100	495	500	491	37	33	44	18	20	19	33	30	24	12	17	14
Male	206	1755	33226	99	98	99	494	501	493	38	33	42	20	19	18	27	27	24	15	20	16
African American	30	251	3042	100	99	98	488	488	478	44	46	58	32	23	19	12	21	17	12	10	6
Hispanic	157	1194	21740	100	99	100	487	487	475	46	47	63	22	21	17	24	22	15	8	10	5
Asian/Pacific Islander	23	102	1643	100	99	99	489	511	519	36	25	23	18	14	13	32	33	30	14	28	34
American Indian/Alaskan Native	NC	86	4351	NC	95	99	NC	499	472	NC	27	68	NC	22	16	NC	36	13	NC	15	4
White	197	1802	34819	100	99	99	501	510	505	31	22	27	14	18	20	35	34	31	19	26	22
Students with Disabilities	42	318	6507	100	98	100	442	462	456	100	82	83	0	10	9	0	8	6	0	0	2
Students without Disabilities	373	3125	59427	99	99	100	495	501	494	37	32	41	19	20	19	30	29	25	14	19	16
Limited English Proficient Students	41	315	6793	100	100	100	463	468	464	75	72	79	15	14	11	5	10	8	5	4	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	111	642	18745				486	486	475	47	50	64	21	20	16	23	20	15	9	10	5
Non-Economically Disadvantaged	304	2801	47182				497	504	499	35	29	35	18	19	19	32	31	27	15	21	19

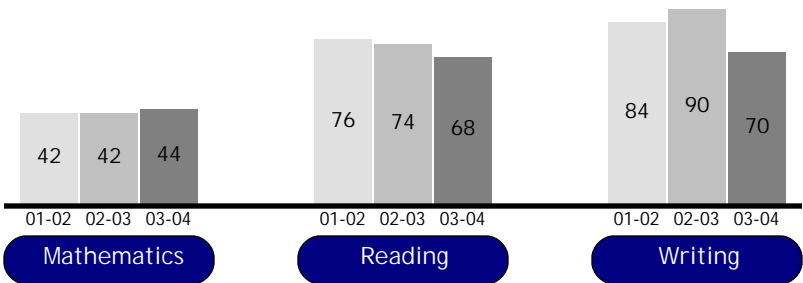
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	429	3592	68162	100	100	100	519	514	509	14	14	18	18	22	24	58	56	51	10	8	8
All Students (Prior Year)	388	3301	56700	100	99	89	519	521	512	5	8	15	21	20	23	65	60	52	9	12	10
Female	216	1735	33509	100	100	100	525	517	513	10	13	15	18	20	23	62	58	52	12	9	9
Male	213	1854	34521	99	99	100	511	510	505	18	16	20	19	23	24	54	55	49	9	7	7
African American	32	269	3163	97	100	99	499	499	497	17	20	22	38	33	30	45	45	46	0	3	3
Hispanic	162	1263	22624	98	99	100	511	496	487	15	24	32	24	27	31	54	46	35	6	3	2
Asian/Pacific Islander	23	109	1666	100	100	100	479	502	523	45	17	11	14	29	17	41	50	60	0	5	12
American Indian/Alaskan Native	NC	90	4592	NC	97	100	NC	499	484	NC	15	32	NC	33	37	NC	51	30	NC	1	1
White	202	1853	35727	100	99	100	534	529	526	9	6	7	10	16	17	64	66	64	17	12	12
Students with Disabilities	37	340	6845	95	100	100	453	472	468	100	47	53	0	33	29	0	19	18	0	1	1
Students without Disabilities	392	3252	61317	100	99	100	519	516	512	13	12	15	19	21	23	58	59	53	10	8	8
Limited English Proficient Students	46	337	7152	100	100	100	460	460	464	64	65	57	24	25	31	11	10	12	0	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	122	700	19528				502	495	487	20	25	31	27	30	32	49	43	34	4	2	2
Non-Economically Disadvantaged	307	2892	48595				525	518	518	11	12	13	15	20	20	61	60	57	13	9	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	429	3575	67629	100	99	100	542	545	524	15	16	22	15	16	16	66	62	59	4	6	3
All Students (Prior Year)	379	3233	55090	98	97	87	496	494	479	6	8	16	4	6	13	90	86	70	0	1	0
Female	215	1728	33347	100	99	100	559	559	537	12	13	17	13	14	15	69	66	64	7	8	4
Male	214	1844	34151	100	99	99	523	531	512	18	20	27	18	18	18	62	58	54	2	4	2
African American	32	268	3150	97	100	99	534	523	515	17	22	24	27	23	19	47	53	56	10	2	2
Hispanic	162	1257	22313	98	99	100	527	515	493	18	26	34	13	18	19	67	53	46	2	3	1
Asian/Pacific Islander	22	106	1659	100	97	100	488	553	564	43	15	11	0	13	12	57	64	68	0	8	9
American Indian/Alaskan Native	NC	90	4528	NC	97	99	NC	530	492	NC	14	35	NC	28	21	NC	58	42	NC	0	1
White	203	1846	35593	100	99	99	561	569	547	9	9	13	16	13	14	69	69	69	6	9	4
Students with Disabilities	37	332	6712	95	99	100	333	445	445	75	61	61	25	23	18	0	17	21	0	0	0
Students without Disabilities	392	3243	60917	100	99	100	544	548	530	14	15	19	15	16	16	66	63	61	4	6	3
Limited English Proficient Students	45	329	6994	100	100	100	405	426	442	75	65	58	7	16	18	18	19	23	0	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	121	700	19310				516	508	489	24	28	35	18	21	20	55	50	44	4	2	1
Non-Economically Disadvantaged	308	2875	48278				552	553	538	11	14	17	14	15	15	70	65	65	5	7	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	33	40	37	97	39	40	41	88	42	NA	42
	Language	100	38	46	38	99	43	45	42	89	49	50	42
	Mathematics	100	60	65	56	99	60	66	60	89	62	71	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 3 Student(s)

Council Duties

- Ü Planning Team--Visionary
- Ü School Goals
- Ü Cultural Diversity
- Ü Accountability
- Ü North Central Association Accreditation
- Ü Parent/Educator Relationships

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	4.00	Teacher	88.00
Other Professional Staff	11.00	Teacher Aide	26.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	9	0	0
4 to 6 years	10	6	1	0
7 to 9 years	1	3	0	0
10 or more years	9	26	2	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	89
Core academic classes taught by Highly Qualified (NCLB) teachers.	242
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer-Wireless Labs/Multimedia Center
- Ü Intro Tech/CAD Labs
- Ü READ 180/PLATO Labs
- Ü Culinary Arts Lab

Extracurricular Activities

- Ü National Honor Society
- Ü Student Government
- Ü Art/Theatre/Music Organizations
- Ü Co-Curricular Clubs/NJROTC
- Ü Interscholastic Athletics
- Ü Literary Magazine
- Ü Speech & Debate/Academic Decathlon
- Ü Hawktown/Anytown

Social Services

- Ü Community Classes/Seminars
- Ü Parent Booster Clubs
- Ü Crisis Intervention/Health Services
- Ü Social Worker
- Ü C.O.O.P. Preschool
- Ü School Psychologist

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü The 2003-04 graduation rate was 86.6 percent with 78 percent of our seniors enrolling in postsecondary education. Scholarships, grants or other financial aid were received by 32 percent of our seniors. The 2003-04 dropout rate was 2.28 percent.
- ü Many students received college credit with advanced placement classes and community partnerships such as ACE+, Aspire to Teach, Criminal Justice and Child Development.
- ü We increased our extra-curricular participation by 320 students.
- ü Eighty percent of our students pass district assessments.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	86			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).



School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Apollo provides cultural diversity programs such as Hawktown and Community Builders. To prevent school conflict, the campus is closed during the school day and administrators provide a high level of visibility and supervision. Apollo High School has a school resource officer and provides conflict resolution meetings to prevent incidents from occurring.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Deborah Greenfield	(623) 435-6300
Transportation Policy	Eddie Astorga	(623) 435-6084
Community Resources	Kim Mesquita	(623) 435-6019
School Nutrition Programs	Dung (Yome) Gokool	(623) 435-6018
Parent Organization	Don DeBusk	(602) 978-1002
Student Health/Nurse	Sallie Cristiani	(623) 435-6303

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 200 Copies = \$76.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.